



Sheepscombe Primary School



Marking and Feedback Policy

This policy was adopted at a meeting of:	TLC
Held on:	24/09/2018
Date to be reviewed	Sept 2019
Signed on behalf of the Governors:	<i>L Willis</i>
Name of signatory:	Mrs Lynsey Willis
Signed by Head teacher	<i>V Barron</i>
Name of Head Teacher	Mrs Vicky Barron



Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) - Vicky Barron (Headteacher)

Deputy DSL - Tracey Lane

1 Safeguarding Governor - Lynsey Willis

2 Gloucestershire Safeguarding Children Board (GSCB) procedures

www.gscb.org.uk

This policy should be read in conjunction with:

Teaching and Learning Policy

Behaviour Policy

Assessment and Reporting Policy

Introduction:

At Sheepscombe Primary School, we believe that marking and feedback is an essential element in learning. Marking and feedback is effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternatives.

Aims:

Marking and feedback should:

- Celebrate children's successes, demonstrating that their work is valued.
- Provide meaningful feedback to the child.
- Stimulate correction of errors or improvement in a piece of work.
- Encourage children to become independent learners, self-evaluating their own and other's work.
- Develop a culture of continual improvement.
- Assist in the assessment of a child's performance, providing a record of achievement for teachers and parents.
- In addition to this marking and feedback should:
 - Be consistent across the whole school.
 - Relate to the learning outcome or success criteria agreed at the start of a lesson or series of lessons.
 - Support the achievement of individual curriculum targets.



General Guidelines.

Children should be actively involved in the assessment of their learning.

Children should always be made aware of the assessment criteria the teacher is using to mark the piece of work at the start of the lesson. Learning outcomes and success criteria should be shared with the children and teachers should give feedback about how well individuals or groups have done based on these criteria.

Continuous verbal classroom feedback will be given to the class, groups or individuals during the course of a lesson with reference to the learning outcome and success criteria. Other comments may be made to individual children during the course of a lesson that do not relate to the learning outcome but may be part of a child's individual target e.g. to use capital letters accurately.

There should be a balance of quality, formative teacher feedback and peer/self-assessment. Children should be trained to make critical but kind comments about their own and others' work to improve outcomes. Time should be allocated to allow children to act upon feedback and make improvements.

A learning focused dialogue between teacher and student should become evident through comments and actions.

Specific Guidelines

- All marking (written or verbal) will be clearly focused on the W.A.L.T/success criteria of the lesson activity or the child's individual targets.
- Marking will be matched to the needs, age and ability of the child.
- Verbal feedback will be noted with VF where given
- Positive comments will be indicated with a smiley face symbol.
- Marking should be in a contrasting colour to children's work.
- Teachers will signal where a response has been seen.
- 'In depth' marking will point out what the child has done well and their next steps in learning or where improvements could be made.
- Children will respond to feedback using a purple pen.
- At least one piece of work in both English and Mathematics will be marked, in depth, each week for each child.
- A yellow box drawn around a section of work will indicate where a longer edit is needed. Children will redraft this section of work either independently or alongside the teacher.
- Children in Years 4,5,6 will regularly receive 1-1 dedicated teacher time to review written work together outside of the main lesson



Appendix 1 - Key to symbols used when marking

To be taught/reminded at the beginning of each term and displayed in classrooms.

	KS1	KS2
Self Assessed/Peer Assessed (checked by me + initials)		CBM
Verbal discussion/feedback given (adult should initial)		
Correct, or a particular target or development point or objective seen	✓	✓
Spelling mistake to practice, pupil to write out 3 times		
Missing punctuation indicated only after child has self-corrected.		
Paragraph needed in this place (indicate where you would start each paragraph using this symbol)		//
Omission		
An indication needs to be given of supported and independent work. Eg. I independent, TA or T for support		
Next steps		
Does this make sense?		
This is positive comment.		
Something to think about or remember next time		



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